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ABSTRACT

This second in a series of eleven learning modules on program planning, development, and evaluation is designed to develop secondary and postsecondary vocational teachers' skills in conducting a community survey which will yield information needed for vocational education program planning to meet community labor requirements. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., publicizing a survey), case studies to critique, model critiques, sample forms and letters for publicity, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

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ED149152

MODULE

A-2

Conduct a Community Survey

MODULE A-2 OF CATEGORY A—PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 533

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions in the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

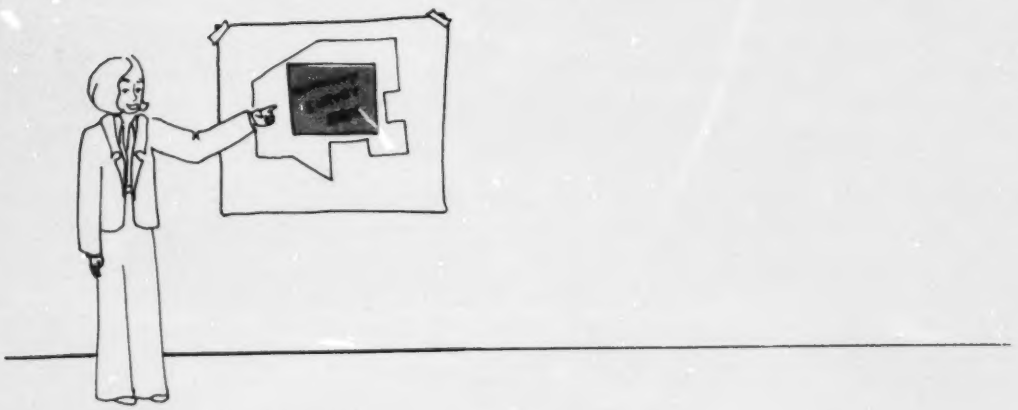
INTRODUCTION

A community survey is designed to provide comprehensive information concerning current employment and future labor requirements by specific occupations, and to ascertain training needs to fulfill these requirements. The information is gathered from a specific, predetermined area of the community or city.

A well-conducted community survey can provide vocational educators with needed information about occupational opportunities, training needs, resources, training facilities, and individual needs and goals. This information provides a solid base for vocational curriculum planning and revision.

The quality of the information generated by the community survey will reflect not only the adequacy of the planning which went into the survey, but also the leadership, supervision, and coordination which was given it by its director. This module is designed to develop your skills in directing a community survey which will yield the information needed for vocational education program planning in your community. A previous module (A–1) began the process of planning such a survey, and a subsequent module (A–3) carries the process through the next step of analyzing and reporting the data collected.

This module is designed to give you the skills you will need to **conduct** a community survey. However, it is recognized that in many school situations, you will not have **sole** responsibility for conducting the survey, but rather will be **sharing** this responsibility with others.



ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, conduct a community survey. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–42 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of a teacher in a given case study in planning for publicizing the purposes and objectives of a community survey (*Learning Experience I*).
2. After completing the required reading, critique the performance of a teacher in given case situations in directing a community survey (*Learning Experience II*).

Prerequisites

To complete this module, you will need competency in preparing for a community survey. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Prepare for a Community Survey*, Module A–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Advertising agency personnel with whom you can discuss publicizing a community survey.

Learning Experience II

Optional

A resource person and/or peers with whom you can discuss the role of leading and supervising volunteer personnel, especially students, in conducting a community survey.

Learning Experience III

Required

An actual school situation in which, as part of your teaching duties, you can conduct a community survey.

A resource person to assess your competency in conducting a community survey.

This module covers performance element numbers 13, 16, 17 from Calvin J. Cotreil *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

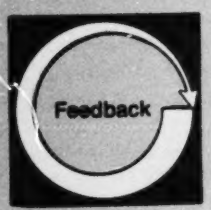
OVERVIEW

After completing the required reading, critique the performance of a teacher in a given case study in planning for publicizing the purposes and objectives of a community survey.

You will be reading the information sheet, Publicizing a Community Survey, pp. 6–15.

You will be reading the Case Study, pp. 16–20, and writing a critique of the performance of the teacher described.

You may wish to meet with a person from an advertising agency to discuss the strengths and weaknesses of the publicity plan proposed in the Case Study.



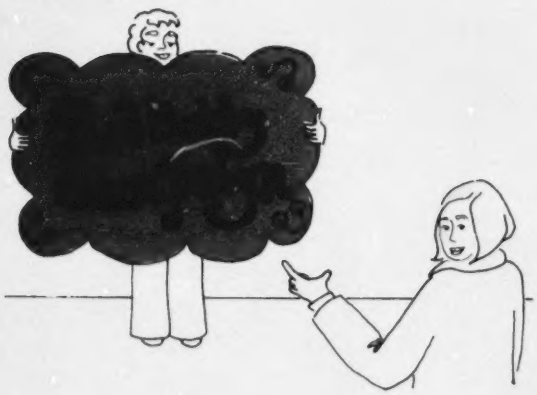
You will be evaluating your competency in critiquing the teacher's performance in planning for publicizing the purposes and objectives of a community survey by comparing your completed critique with the Model Critique, pp. 21–22.

Activity

For information concerning the need to publicize a community survey, and the techniques that can be used in planning a publicity campaign, read the following information sheet:

PUBLICIZING A COMMUNITY SURVEY

A publicity campaign can be of considerable help to you in developing broad-based support for your community survey. Members of the community and of the school system who will be involved, directly or indirectly, in the survey can be reached through a well-organized publicity campaign.



Publicity is a way of influencing people through information. With an effectively planned and carried out publicity campaign, you can influence many different groups of people to support the community survey. In order to ensure that your campaign does reach the necessary groups, you need to determine—

- the general characteristics of each group you wish to reach
- the types of publicity available for your use
- the type(s) of media which is likely to appeal to each group
- the type(s) of message which is likely to appeal to each group
- which type of media is best suited to your message

For example, if one of the groups you wish to reach is the students in the district, you might prepare messages to be aired on the local rock radio station or the school's public address system. Examples of such publicity are shown in Samples 1 and 2. You might also prepare displays and exhibits to be placed in visible locations within the school.

If you wish to reach businesspersons, you might prepare a news release for the financial page of the local newspaper. An example of such a news release is shown in Sample 3. What is critical is that the medium and the message selected will reach and appeal to the audience you intend it to reach, using a variety of techniques.

Publicity for the community survey need not focus solely on the survey itself. One of the most effective ways of selling the idea of a community survey is to convince people that there is a need for it and to show them how the resulting data can benefit them, their children, their employees, and their community. This can be accomplished by publicizing your vocational program—its activities, its needs, its accomplishments, and its benefits to the community. Thus, you can promote your vocational program at the same time you gain support for the community survey.

Opportunities for publicity are numerous. News broadcasts and newspaper articles often focus on local events. For example, students in your vocational program may be involved in some special activity--such as a public speaking contest—which would be of benefit or of interest to the entire community. You could invite a journalist from a local newspaper, or radio or T.V. station to visit the school to view the event or interview the students involved. The event or interview could then be presented on the air or in the paper with a reference to the community survey and how it will help the vocational program and the community.

Time is also donated by local radio and T.V. stations for public service announcements. These are very brief, but they allow you to publicize, free of charge, nonprofit events of interest to the entire community. You could prepare a short public service announcement which describes the commu-

nity survey, its purpose, and gives key information as to when and how it will be conducted. An example of such a publicity release for television is shown in Sample 4.

Making speeches is another device for publicizing and promoting the community survey. Persons who have expressed an interest in helping with the survey can be asked to make presentations to school, business, or civic groups. A sample presentation for a faculty meeting is shown in Sample 5. A local businessperson who has indicated a willingness to help could be asked to make a brief presentation to his/her fellow-members in a local club at their next meeting. An example of such a presentation is shown in Sample 6.

Posters, brochures, flyers, letters, and displays can also be used effectively to reach large numbers of people and increase their awareness of the need for the community survey and for vocational education. Personal letters are important means of publicity and an effective way of both conveying the intent and importance of the campaign and also persuading the recipient to support it. However, it is important that such letters be kept as brief as possible, certainly to a single page. Examples of suitable letters to parents and to businesspersons are shown in Samples 7 and 8. Note that school letterhead stationery should be used for all community survey correspondence.

Printed materials can be sent by mail, passed out at meetings, or placed strategically so that members of the target group are likely to pick them up. Displays can be placed in stores, banks, schools, libraries, fairs, or wherever they are most likely to catch the attention of the intended audience. It is important that such displays be changed frequently and removed at the end of the publicity campaign. If the displays are changed every few days, then each new display acts as a new advertisement and reinforces the message in the minds of the people who have noticed them. Displays which are outdated convey a poor image of the sponsors of the display.

The information presented here is simply an overview of the points you need to consider in publicizing a community survey. The actual planning of a publicity campaign is a specialized skill requiring both talent and creativity. In some cases, your institution will have someone on the staff who handles publicity. In other cases, you may find that a member of your steering committee, survey staff, or vocational advisory committee is skilled in publicity. Should it be necessary for you personally to plan the publicity campaign, you will need to be competent in publicity skills and procedures.[1]

Granted, a publicity campaign is not an indispensable part of conducting a community survey. You could conduct a survey without revealing its purpose to anyone who is not directly involved in providing you with data. However, your task will be considerably easier if the individuals and groups in the community understand the purpose of the community survey and the need for vocational education.

A community that sees itself as an important part of your survey will be better able to become actively involved in your total vocational program. This kind of awareness can become the basis for community support that will eventually help students find employment in the community.

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1. To gain skill in planning a publicity campaign, you may wish to refer to Modules G-2–G-6 of Category G: School-Community Relations.

SAMPLE 1

60-SECOND RADIO ANNOUNCEMENT

FROM: Mr. John Smith
Chairperson, Occupational Education Department
Cotton County Community College
200 River Ave.
Jonestown, Texas 51003
(231) 462–8111

SUBJECT: Cotton County Community Survey

DESCRIPTION: 60-second announcement

DATES TO RUN: August 15–August 22
Kill August 23

COPY: WBUZ salutes the occupational programs at Cotton County Community College. Through these programs in agriculture, distributive education, home economics, and trade and industrial education, students prepare for careers.

WBUZ wishes to thank Jonestown businesses where the students receive their on-the-job training. Each student works an average of 15 hours per week in one of these businesses. Through the joint efforts of the school and the business community, students are receiving relevant education in preparation for their chosen careers.

During the next month, Cotton County Community College will be conducting a community survey. One purpose of the survey is to assess the present and future employment needs of the local business community. Information gained from the survey will be used to help students more realistically prepare for their chosen careers.

Vocational education is **relevant** education.

SAMPLE 2

SPOT ANNOUNCEMENT FOR SCHOOL INTERCOM

DESCRIPTION: Announcement for School Intercom

SUBJECT: Occupational Education Department Sponsors of Community Survey

DATE TO RUN: August 15

FOR INFORMATION: Mr. John Smith
Chairperson, Occupational Education Department
Cotton County Community College
200 River Ave.
Jonestown, Texas 51003
(231) 462–81111

COPY: The Occupational Education Department at Cotton County Community College will be conducting a community survey during the next month. All business and industrial firms in Jonestown will be contacted and asked to provide information about current and future employment needs. In addition, students will be asked what their career interests are and what types of courses they would like to see included in the school curriculum. Information provided by the survey will be used to revise current vocational programs offered at the college and, possibly, to start new ones.

Students, faculty, or staff members who are interested in helping with the survey should contact Mr. John Smith, chairperson of the Occupational Education Department, by Friday.

SAMPLE 3

PUBLICITY RELEASE FOR LOCAL NEWSPAPERS

[*Date*]

FOR: JONESTOWN TIMES NEWS

DATE: For Immediate Release

FOR INFORMATION: Mr. John Smith
Chairperson, Occupational Education Department
Cotton County Community College
200 River Ave.
Jonestown, Texas 51003
(231) 462–8111

TOPIC: Community Survey, Cotton County Community College

COPY: The Department of Occupational Education at Cotton County Community College, with the support of the Jonestown Chamber of Commerce, is conducting a community survey to determine the present and future manpower needs of Jonestown businesses. The study is designed to provide comprehensive information on current employment and projected employment needs over the next five years.

By providing occupational information on a long-term basis, the community survey will be extremely valuable to the college faculty and staff in planning their counseling and guidance programs and in revising and expanding their vocational programs. The information provided by the survey will also be valuable to Jonestown employers in their recruitment and training programs and in formulating future plans for their individual establishments.

Those serving on the steering committee for the community survey are: Mr. Mark Parnell, manager, J. C. Penney; Ms. Christine Justin, owner, Branding Iron Restaurant; Mrs. Rosita Calder, manager, Snow White Dry Cleaners; Mr. Joseph Freemont, owner, I.G.A. store; Mr. Phillip Washington, salesperson, Palmetto Hardware; Mr. Thomas Huston, vice-president, Huston Grain and Feed Co; Mr. Sam Jacinto, representative, United Farm Workers; Ms. Sylvia Hernandez, advertising director, Unique Management Co.; Mr. Waylan Brock, owner, Independent Gas Station.

Each business in the Jonestown community, as well as each firm located in the industrial area south of the city limits, will be asked to complete a questionnaire on the current and future occupational requirements of its firm. The accuracy and completeness of the results of the study are dependent upon the cooperation of businesses in completing these questionnaires. Businesses are urged to cooperate by furnishing accurate and complete information when it is requested.

SAMPLE 4

T.V. SPOT ANNOUNCEMENT

FROM: Mr. John Smith
Chairperson, Occupational Education Department
Cotton County Community College
200 River Ave.
Jonestown, Texas 51003
(231) 462–8111

DATE OF BROADCAST: Run August 15 through August 22

PROGRAM DESCRIPTION: 60-second spot announcing a community survey

DIRECTOR: Fritz Newman

DIRECTOR'S NOTES	VIDEO	AUDIO
	Slide No._____ Picture of Cotton County Community College.	STUDENTS AT COTTON COUNTY COMMUNITY COLLEGE ARE GIVEN THE OPPORTUNITY TO WORK IN ONE OF FOUR OCCUPATIONAL AREAS: AGRICULTURE, DISTRIBUTIVE EDUCATION, HOME ECONOMICS, OR TRADE AND INDUSTRIAL EDUCATION. EACH OF THESE AREAS PREPARES STUDENTS FOR THEIR CHOSEN CAREERS.
	Slide No._____ Students working in a training station.	IN ADDITION TO RECEIVING CLASSROOM INSTRUCTION, STUDENTS GAIN PRACTICAL EXPERIENCE THROUGH ON-THE-JOB TRAINING. LOCAL BUSINESSES SERVE AS TRAINING STATIONS FOR THESE STUDENTS.
	Slide No. _____ Steering Committee planning survey.	IN ORDER FOR OCCUPATIONAL PROGRAMS AT COTTON COUNTY COMMUNITY COLLEGE TO CONTINUE TO MEET STUDENT NEEDS AND EMPLOYER NEEDS, A COMMUNITY SURVEY IS BEING CONDUCTED. DURING THE NEXT MONTH, AREA BUSINESSES WILL BE CONTACTED CONCERNING THEIR CURRENT AND PROJECTED PERSONNEL NEEDS. WMC-TV SALUTES THE COLLEGE'S OCCUPATIONAL PROGRAMS AND URGES YOUR SUPPORT AND COOPERATION IN THE SCHOOL'S UPCOMING COMMUNITY SURVEY.

SAMPLE 5

PRESENTATION AT FACULTY MEETING

Note: *Introduction (before presentation) might be made by school administrator.*

As Mr. Jenner has told you, the Occupational Education Department at the college will be conducting a community survey during the next month. During this time, every business and industrial firm in Jonestown will be contacted and asked to provide information concerning current and projected employment needs over the next five years. This information will be helpful in the following ways:

- It will provide the information necessary to revise and update current occupational programs at the college.
- It will provide information concerning employment trends which will show whether other programs should be offered.

In addition to providing this information, faculty, staff, and students will be given the opportunity to meet and talk with local businesspersons. This should result in much good will for the school. It will show the entire Jonestown community that Cotton County Community College is interested in providing comprehensive, relevant education for students.

Students at the college will also be asked to provide information as part of the community survey. They will be asked what their career interests are and what types of courses they would like to see provided by the school. This information will be used when making curriculum revisions and decisions.

In order for the survey to be successful, the cooperation of the business community is needed. Equally important is the cooperation of all persons at the college, including faculty, staff, and students. Some faculty and staff members have volunteered to help with the survey. Others are needed. If you are willing to help with the survey, contact Mr. Smith, chairperson of the Occupational Education Department.

SAMPLE 6

PRESENTATION FOR A CIVIC GROUP

Thank you for the opportunity of speaking with you today. As Mr./Ms._____ told you, I am the coordinator of a vocational program at Cotton County Community College. I want to talk with you today about the occupational programs at our school.

Currently, there are four occupational areas at our school: agriculture, distributive education, home economics, and trade and industrial education. In each of these areas, students receive on-the-job training in local business and industrial firms. Each student works an average of 15 hours per week.

The on-the-job training which students receive is related to their classroom instruction. In other words, students learn both on the job and in their class at the college. In addition, students are eligible to be members of related vocational organizations. Through these organizations, they are given the opportunity to develop leadership skills and to learn more about their area of vocational interest.

Students enroll in the occupational programs at Cotton County Community College because they have a career interest or a career objective in the specific occupational area. For example, a student with a career interest in distribution, encompassing marketing, merchandising, or management, would enroll in courses in the area of distributive education. This student would be given on-the-job training in that area and would be eligible for membership in the related occupational organization. Thus, the occupational program in which the student is enrolled would help him or her prepare for a career in that occupational area. The same type of opportunity for career preparation is currently offered to students who have career interests or career objectives in the areas of agriculture, home economics, or trade and industry.

We currently have good occupational programs at Cotton County Community College. But, we want to make them better and initiate additional programs in order to best prepare students for careers and to best meet the needs of the Jonestown business community.

In order to revise current programs and initiate additional programs, we must have information from the business community. We have decided to conduct a community survey to obtain the needed information. This survey has the support of the Jonestown Chamber of Commerce.

During the next month every business and industrial firm in the Jonestown community will be contacted and asked to provide information concerning current and projected manpower needs. The accuracy and completeness of the survey will be dependent on the cooperation of all firms contacted. Won't you encourage your friends and associates to help us in this effort to improve and expand our occupational programs? We need your help.

Thank you.

SAMPLE 7

LETTER TO PARENTS

Cotton County Community College
200 River Ave./Jonestown, Texas 51003/(231) 462-8111

[*Date*]

Dear_____.

Cotton County Community College is sponsoring a community survey to determine the present and future manpower needs of the Jonestown community. This survey is being coordinated by the Occupational Education Department at the college and by a steering committee made up of local citizens.

During the next month, local businesses will be contacted and asked to provide information concerning their present and (anticipated) future personnel needs. The information gained from the survey will be used to expand and revise curriculum offerings at the college. This survey will help the college provide courses which will, because they are based on current information from the business community, better assist students in preparing for their chosen careers.

You can help in the community survey effort. Please urge local businesspersons to cooperate in the survey when they are contacted.

Thank you so much.

Sincerely,

John Smith, Chairperson
Community Survey

[*You may wish to have the administrator of the school sign this letter, also.*]

SAMPLE 8

LETTER TO BUSINESSPERSONS

Cotton County Community College
200 River Ave./Jonestown, Texas 51003/(231) 462-8111

[*Date*]

Dear_____.

The Cotton County Community College Occupational Education Department, with the support of the Jonestown Chamber of Commerce, is conducting a survey of the Jonestown business community. The survey is designed to provide the college with information concerning current and and long-range occupational manpower requirements of employers in Jonestown. The information obtained from the survey will be used to revise and expand the curriculum at our institution.

In order for the survey to be successful, information must be obtained regarding the current and prospective needs of Jonestown employers. Your cooperation is vital to the success of this survey.

During the next two weeks, you will be contacted by phone concerning the survey. At that time, the person contacting you will make an appointment to interview you or a person you designate.

The information which your company provides will be confidential and will be used for statistical purposes only. Information provided by individual firms will not be identifiable in any way.

Your cooperation in the community survey will help Cotton County Community College to provide students with the most relevant occupational programs based on current business information. The graduates of these programs should be better prepared to embark upon careers both in Jonestown and elsewhere.

Thank you in advance for your cooperation.

Sincerely,

John Smith, Chairperson
Community Survey

[*You may wish to have the school administrator sign this letter, also.*]

Part I of the following Case Study is designed to provide you with some basic facts about Smithville, a fictitious community in which you are supposedly conducting a community survey. Part II describes how the publicity was planned and includes the completed plan. Read parts I and II, and then explain in the space provided (1) the strengths of the publicity plan, (2) the weaknesses of the publicity plan, and (3) the changes you would make in the plan.

CASE STUDY

I. Background Information:

You are a vocational teacher at Central High School. Central High is located in Smithville, a community of 40,000 people located next to Sevier County. (A map is shown on p. 17.) Approximately 20,000 people live in the county outside the Smithville city limits. Ethnic groups make up approximately 25% of the Smithville population and 14% of the Smithville work force.

There are approximately 500 business establishments of all types in the community. Most of the industrial businesses are located in the south part of town, approximately five miles from Central High. The main business district is approximately one mile away from the school. Almost all of the employed citizens who live in Smithville work in Smithville. A very small percentage (approximately 2%) work in Franklin, a community of 10,000 which is in the adjoining county, Sevier, and about 22 miles from Smithville.

Central High School serves the entire Smithville community. There are 1,500 students enrolled in the high school (grades 9–12) and 100 faculty members. There are four guidance counselors in the school. There are presently four vocational programs in the school (in the areas of agriculture, distributive education, home economics education, and trade and industrial education), each enrolling 40 students. Each of these programs has one full-time instructor. There are two other high schools in the county. These two schools each offer agriculture, home economics, business and office education, and trade and industrial education.

You are involved in conducting a community survey designed to determine—

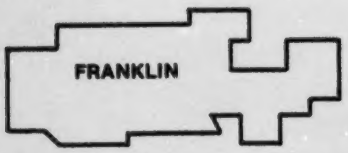
- how adequate Central High's vocational program is
- the need for revision of existing curriculum or courses of study
- the possible need to eliminate some courses of study which are no longer relevant
- the need to add new curriculum areas or vocational programs

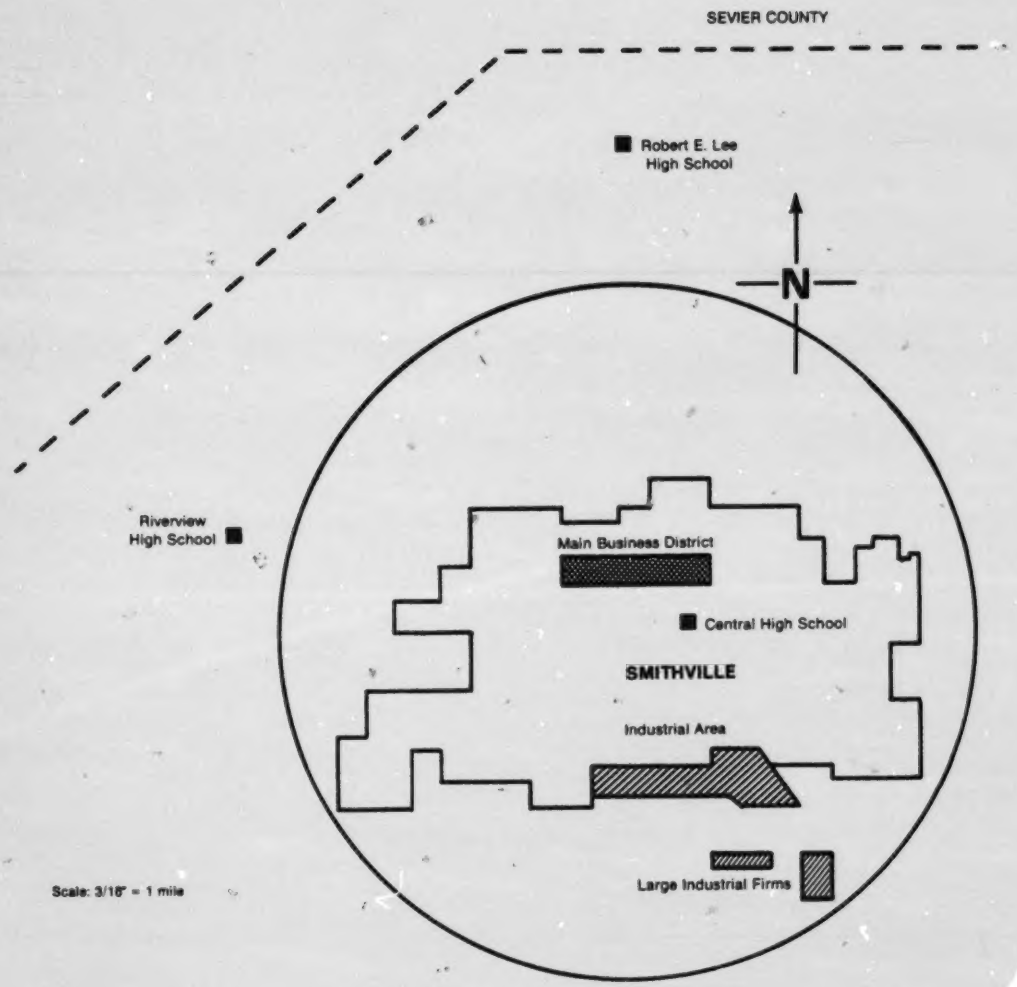
There have been no previous community surveys made in Smithville or adjoining counties. You did locate a copy of a recent community survey done in Knoxville, a community in your state with a population and school characteristics nearly identical to those of Smithville. You were able to use this survey to guide you in planning your own.

Thus far, you have been working to plan the community survey. Your community survey budget has been completed (see p. 18), and you have convinced your administrator, Mr. Gleason, to let you use school personnel, students, and community members as volunteer workers in the data-gathering process. Mr. Gleason has also said that he can probably provide up to $450.00 for the survey using money from the school fund.

You have determined the boundaries of the survey (as indicated by the area enclosed by the heavy black circle on the map on p. 17). You have organized a steering committee, solicited information and assistance from local and state agencies, developed survey instruments, recruited survey staff, and developed a plan of activities for the survey staff to follow in conducting the survey.

MAP OF SMITHVILLE





SURVEY BUDGET

Survey Area: Smithville

School System: Central High School

Duration of Survey: Oct./Dec. 15

I. Personnel	
A. Vocational Teacher (no cost)	00.00
B. Interviewers—Volunteers (no cost)	00.00
C. Secretary—Volunteers (no cost)	00.00
II. Travel	
A. Interviewers (600 miles @ 15¢/mile)	90.00
III. Supplies	
A. Paper (9 reams @ $5.00/ream)	45.00
B. Misc. supplies	50.00
IV. Services	
A. Printing of instruments and 500 copies of final report (done by Board of Education—no charge—except cost of supplies)	75.00
B. Typewriter (use school typewriters)	00.00
C. Publicity—Ads, radio, T.V., and newspaper (free public services)	00.00
D. Tabulating data—Volunteers	00.00
V. Communication	
A. Telephone (5 long-distance calls at $2.25 each)	11.25
B. Postage (500-13¢ stamps)	65.00
VI. Special Expenses	
A. Consultant (to interview instruments)—Volunteers	00.00
B. Dinner for steering committee	75.00
TOTAL	$411.25

II. Publicity Campaign:

You have asked a fellow teacher assisting in the survey to plan a publicity campaign. You told her that the campaign should (1) promote the school's vocational education program, (2) make the members of the community receptive to cooperating in the survey, and (3) use the theme, "Vocational Education is Relevant Education." The following is the plan which she has returned to you.

PUBLICITY PLAN

Groups to be Contacted

The following are the identifiable groups within the community which are to be contacted by the publicity plan:

- Smithville Chamber of Commerce
- Smithville Federation of Labor
- The U.S. Employment Office
- Welfare agencies
- Ethnic group organizations
- Students

Means of Publicity to Be Used

The following means of publicity will be used:

- letters
- radio announcements
- television announcements
- newspaper advertisements
- speeches—presentations
- newspaper articles
- bulletin board advertisements
- the school public address system

Methods of Publicity

A letter will be sent to the chamber of commerce, the Federation of Labor, and the welfare agencies informing them of the survey. A copy of the letter to be sent is attached. [*See p. 20.*]

The Smithville Daily News will be contacted and asked to assist in the publicity campaign in four ways. First, the editor will be asked to publish a feature article on the survey and its importance. Secondly, one of the senior students has agreed to write a "letter to the editor" concerning the survey and its importance from a student's point of view. Thirdly, the paper will be asked to send a reporter to cover the exhibits and display for "Industry Week." Fourthly, the following display advertisement will be placed in the paper every day for a week.

Central High School serves the community. You can help it do this better by assisting it to undertake a survey of occupational needs in Smithville. We invite you to respond to this survey, and encourage others to do the same.

WUSA-TV and Radio Station will be contacted and asked to assist in the publicity campaign by (a) interviewing last year's top vocational education graduate from Central High School on the weekly T.V. program, "Community Interest," to highlight the relevance of Central High School's vocational education program to his or her career, (b) covering the "Industry Week" display on T.V., and (c) placing some spot advertisements on radio at suitable times.

Central High School students will be made aware of the survey (by the school bulletin boards) and encouraged to let their parents know about it and respond to it. One of the graphic arts students has composed an attractive notice for the boards, which will be left on the boards during the length of the survey.

SURVEY OF VOCATIONAL NEEDS

Central High is trying to help you by undertaking a survey of vocational needs in the community in order to improve its vocational programs. Encourage your parents and others in the community to respond to this survey so that your school can make VOCATIONAL EDUCATION RELEVANT TO YOU.

Smithville Rotary Club will be asked to allow the principal, Mr. Gleason, to make a presentation at their next meeting. He will explain the role of the high school in vocational education, the need for the survey, and the manner in which the club members could assist the survey.

Central High School
110 Hunter Avenue/Smithville, Oregon 97223

[*Date*]

Dear Sir,

Thank you for the assistance which your organization has given to Central High School in planning its survey of local employers to determine whether Central's vocational program is adequately serving the community. We are pleased to inform you that we have now completed the planning for this survey and are ready to begin. However, before doing so, we are undertaking a publicity campaign to alert the community to the need for such a survey and, thereby, to encourage response to it.

We are going to be carrying news stories about the survey in the Daily News and on WUSA-TV. You'll be hearing a lot about it soon. We are eager to get your members interested in the survey and to request their help in collecting information. In addition, we will need help in getting the message across to the community once the survey results are in.

We would appreciate whatever assistance you can offer us.

Cordially,

You may wish to arrange through your resource person to meet with a person from an advertising agency. During this meeting, you could discuss the strengths and weaknesses of this proposed publicity plan, the importance of timing, and the value of the various media for these purposes. You may meet with this person on an individual basis or with a group of your peers who are also taking this module.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

While the publicity plan has some good points, it also has some decided weaknesses. The principal weakness is that the plan does not analyze the audience well enough to carefully select the message and the media to be used.

It begins by identifying relevant groups in the community which need to be contacted. This is good and is an essential part of any publicity campaign. However, there are some glaring omissions. There is no provision for contacting parents, either by letter, or through the Parent-Teacher Association. Similarly, the teachers of Central High School have been neglected. This is a serious error not only in terms of the survey publicity campaign, but also in relation to maintaining good inter-faculty public relations within the school.

While there is provision for using a variety of media in the campaign, the media organizations are not identified as a relevant community group. In such a campaign, it would be important to communicate with the executives of these media organizations if maximum support is to be obtained from them, especially in terms of free advertising time.

A good range of media is to be used in the campaign. However, it is not used in the most appropriate ways for the various audiences. For example, it would not be appropriate to use the same letter for the chamber of commerce, the Federation of Labor, and the welfare agencies. The style of letter and the particular emphasis which needs to be made in it will vary according to the nature of the particular group being addressed. Thus, consideration needs to be given to different styles of letters for the various groups.

A personal letter can be an effective way of winning support from people. It would, therefore, be advisable to send a letter to **each** of the groups identified, and to include the principal officer of most of the organizations identified—including the Parent-Teacher Association.

The letter itself lacks the necessary emphasis of the campaign that "vocational education is relevant education." On the other hand, it is important to keep such communication as brief as possible. Thus, if the letter is a follow-up to previous communication—as the letter seems to indicate in the opening phrase—then it is good that it acknowledges previous help and briefly explains its purpose. If not, then the letter would be too brief. More information would need to be given concerning the need for the survey and its benefits.

The Smithville Daily News is an important means of publicity and is being well used. The advertisement, however, has two weaknesses. First, it is too brief and, therefore, not sufficiently informative of the purposes and benefits of the survey. It also does not promote the theme of the relevance of vocational education. Secondly, it is doubtful whether the advertisements are well distributed with respect to time. It is probably preferable to identify the days when the paper has the widest distribution and confine the advertising to those editions.

It would also be important to direct the advertisements to special groups by placing them in the appropriate pages of the newspaper. For example, businesspersons can be contacted best by advertising in the business pages, other groups in the sports page, etc.

Informing the high school population of the survey is important. An additional appropriate way of doing this would be through the use of the school public address system. The idea of using the graphic arts students in designing posters for the bulletin boards is good. These need to be brief and attractive. However, it is not good to leave the same poster on a bulletin board for more than two or three days. It would be preferable to have a number of different posters and rotate them around the various bulletin boards in the school every few days. By so doing, the message is reinforced in the minds of the students.

Presentations by the principal or the head of the vocational education department are important. These could be extended to include other important community organizations in addition to the Rotary Club. Especially important is communica-

tion by the principal to the staff of the school concerning the survey.

Thus, the publicity campaign includes some good ideas, but it needs to be extended and directed more towards the theme of the relevance of vocational education. It also needs to emphasize the importance of the survey to achieving such relevance.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Publicizing a Community Survey, pp. 6–15, or check with your resource person if necessary.

Learning Experience II

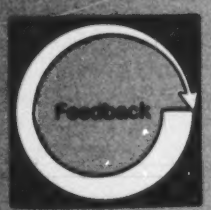
OVERVIEW

After completing the required reading, critique the performance of an instructor in given case situations in directing a community survey.

You will be reading the information sheet, Directing a Community Survey, pp. 24–31.

You may wish to meet with your resource person and/or peers to discuss the role of leading and supervising volunteer personnel, especially students, in conducting a community survey.

You will be reading the Case Situations, pp. 32–35, and writing critiques of the performance of the instructor involved.



You will be evaluating your competency in critiquing the instructor's performance in directing a community survey by comparing your completed critiques with the Model Critiques, pp. 37–38.

Activity

For information on the skills required for, and the responsibilities involved in, directing a community survey, read the following information sheet:

DIRECTING A COMMUNITY SURVEY

Before conducting the survey, you should be thoroughly prepared for this important event. Your planning activities should begin by obtaining the approval of your administrator for conducting the community survey. Additional activities should include—

- organizing a steering committee to assist with the survey
- identifying the geographical areas in which to conduct the survey
- soliciting information and assistance from local and state agencies in planning the survey
- developing survey instruments to be used
- recruiting the survey staff
- developing a plan of activities for survey staff to follow in conducting the community survey

Having completed the above seven tasks and having undertaken a publicity campaign, you are ready to conduct the survey. Now you must turn your attention to the roles which you play in directing the survey, and the skills which are demanded by these roles.

In order to successfully direct a community survey, you will need skill in the areas of leadership, supervision, and coordination. Since a community survey is a cooperative effort of a team of workers and the community, you will need these skills to maximize this cooperation. The survey team will consist mostly of volunteer workers with varying degrees of skill in the collecting and handling of data, and they will need your strong guidance.

As **leader,** you need to—

- maintain the enthusiasm of your team and your steering committee
- maintain good public relations with your school and the community
- assign areas of responsibility and see that these are fulfilled
- keep a watchful eye on your budget

As **supervisor,** you need to—

- provide the necessary materials and facilities to your team so that their efforts are productive
- control the progress of work so that the time schedule is met
- handle the data from the survey
- assist your team with any problems and difficulties they encounter during the survey

As **coordinator,** you need to—

- schedule the individual activities of the members of your team to avoid confusion or duplication of effort
- maintain an appointments schedule to assist your team with their interviews
- coordinate transportation when necessary for your team

Maintaining **enthusiasm** for the community survey is a very important responsibility. Establishing and maintaining **good communications** within the survey team is an important element if you are to succeed. Your team and your steering committee need to be kept informed of the progress of the survey and the community response to the publicity campaign. They need to be told of examples of community cooperation and given any other information which will encourage them to appreciate the importance of the survey and their efforts. Good communication will enable your team to feel central to an important and rewarding task; poor communication may well encourage indifference or discouragement on their part.

Coupled with the importance of good communication is that of **good timing.** Nothing will dampen enthusiasm more than having your survey begin before all necessary preparations have been made or having it strung out over too long a time interval. The survey needs to capitalize on the publicity campaign by following it closely, and once begun, it needs to be completed within two weeks—or

less, if possible. Therefore, supervising tardy members of your team is very important.

The maintaining of **good public relations** is an essential part of your responsibilities as leader of a community survey, and your success in this area will directly affect the success of that survey. A number of things demand your attention if you are to be successful.

As leader, it is your responsibility to assign areas of responsibility to your team and to see that they are fulfilled. It may help you to keep a progress report such as the one shown in Sample 9. Use of this type of form will enable you to watch the progress of each of your team members and quickly note those who are getting behind. It also helps you to keep a check on some of the materials and equipment which you will be handling during the survey.

You need to exercise great care in assigning responsibilities to team members. You do not want any one person to undertake too many interviews, or to distribute too many questionnaires. It is better to reduce the number of people who are to be contacted than to overtax your workers. Overworked team members who are rushing to complete tasks will not be able to do the most efficient job possible.

To help you effectively supervise your team members' time and eliminate duplication of efforts, you should keep an accurate interview schedule in addition to a progress report. This schedule should indicate all persons who are to be interviewed and the survey team members who are to interview them. Date and time of each interview should also be indicated.

As community survey leader, you need to take full responsibility for your budget. A comprehensive budget report will need to be made to the school administrator. It is, therefore, important to keep a careful record of all expenses incurred, including travel. Probably, your steering committee will want to approve any major expenses, such as advertising, and will want regular financial reports from you during the survey.

In addition, you must keep your administrator and the steering committee informed of the progress of the survey and of its results. It is important also to be sensitive to your colleagues and the school community in this respect. Staff may resent receiving secondhand information about such an important event as a community survey.

Supervising the Survey Staff

As supervisor, it is your responsibility to see that the members of your survey team apply the principles and procedures which were given them in the pre-survey training sessions. For example, you will need to supervise them to see that they follow correct interview procedures. You will need to be assured that when they make interview appointments, they introduce themselves clearly, explain briefly the purpose of the survey, request an interview, and indicate the appropriate amount of time needed to complete the interviews.

SAMPLE 9

FIELD WORKERS PROGRESS REPORT

NAME OF FIELD WORKER	TRAINING	ASSIGNMENTS FOR SURVEY	NUMBER OF ASSIGNMENTS	SURVEY FORMS	MANUAL OF INSTRUCTIONS	DATE INTERVIEW COMPLETED	COMMENTS
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

You must then see that each team member confirms such appointments with an appropriate **letter of confirmation**. The letter should—

- explain the purpose of the survey
- outline the procedures to be followed in conducting the survey
- explain the role of the employer in supplying data
- explain why the employer's firm was selected
- affirm that the data obtained from individual employers will be kept confidential
- explain that the anonymous summary totals will be made available to participating employers
- thank the employer in advance for his/her help
- note the date, time, and place of the scheduled interview

When all pre-interview steps have been correctly carried out, you must see that interviewers remember to conduct the interview following certain prescribed procedures. For example, you must see that every one of your interviewers has a **letter of introduction** signed by an official of your school. This letter should introduce the interviewer and the purpose of the survey. The interviewer must allow the interviewee to read this letter after introducing himself/herself and revealing the purpose

SAMPLE 10

INTRODUCTION CARD FOR INTERVIEWERS

[*Date*]

May I present _____, a [*student*] at Cotton County Community College, who is helping to conduct an occupational survey of our community. This survey is being undertaken in order that the college might obtain the occupational information necessary for it to meet the needs of students preparing for careers and the needs of the business community for well-trained employees.

Head, Department of
Occupational Education

of the interview. An example of such a letter is shown in Sample 10.

In addition, interviewers should be reminded to—

- thank the employers for their cooperation
- explain how the information obtained in the survey will be used
- explain how the survey should help future vocational planning
- emphasize the mutual benefits to be derived from the survey by the school and employer
- review the survey form with the employer item by item
- answer any questions raised
- leave name and telephone number with the employer
- request the return of the form by a specific date
- leave a self-addressed, stamped envelope with the employer

You must also see that each interview and response to a questionnaire is followed up with a **letter of appreciation** expressing gratitude for the person's cooperation. This letter should also acknowledge the importance of the person's responses to the success of the survey and the importance of the survey itself to the community. An example of such a letter is shown in Sample 11.

If an interview cannot be arranged with an individual, but he or she would like to participate in the survey, a questionnaire, accompanied by a letter, can be mailed to this person. The accompanying letter should clearly explain the theme and purpose of the survey, its value to the school and the community, and the kind of support which the survey is receiving from the community. The letter should also explain how the particular person was chosen to receive the questionnaire, and should give clear instructions as to when the questionnaire is to be completed and what the person is to do with it when it is completed.

Whether the questionnaire is mailed or hand delivered, if no response is received within two weeks, a **follow-up letter** should be sent. If this does not produce a response within another two weeks, then a **further letter** must be sent with another copy of the questionnaire. Examples of these letters are shown in Samples 12 and 13.

Please note that these letters (and all other survey letters) should be sent on official school letterhead paper with the name and position or authority of the person signing the letter typed under the signature.

If members of the survey team are involved in collecting data from students, they need to be reminded that they should—

- explain the purpose of the occupational interest survey to the students
- emphasize the importance of the information requested in terms of the individual student, the school, and the community
- have all the materials prepared for administration of the student interest questionnaire
- give clear, concise, and complete directions for completing the interest survey instruments
- answer clearly any questions which are asked by the students

Once interviews have been completed and questionnaires returned, it is your responsibility to see that they are checked to be sure that you have received completed responses from all individuals who were contacted. You then need to edit them for completeness and accuracy, and send them on to your tabulating and data committee for the processing and interpreting of the data.

While it is not necessary to inform every person who was involved in the survey of its results, it is important to note carefuily those who express interest in learning of the results and make certain that they get a copy of the survey report when it is completed. You may be calling on these people again in a future survey and it is, therefore, to your benefit and the benefit of others that they be left with positive attitudes toward such surveys and appreciation of their value. You need a clear policy on the dissemination of results from the survey, and you need to be careful to supply the information to those to whom it has been promised.

SAMPLE 11

LETTER OF APPRECIATION FOR RESPONSE TO THE SURVEY

Cotton County Community College
200 River Ave./Jonestown, Texas 51003/(231) 462-8111

[*Date*]

Mr. Ernest Respondent
Director of Public Relations
Jonestown Manufacturing Company
Main Street
Jonestown, Texas 51006

Dear Mr. Respondent:

May I express to you sincere appreciation for your cooperation, and that of your firm, in responding to the community survey conducted recently by this school. The information which you supplied is essential to our task of deciding whether new vocational programs are needed at Cotton County Community College and of revising existing programs to better meet the needs of students and the business community.

The cooperation which we have enjoyed during this survey encourages us to believe that Cotton County Community College will be able to respond continually to the needs of its students and the community. Your own contribution is a valued example of such cooperation.

With every good wish,

Yours sincerely,

Head, Department of
Occupational Education

[*You may wish to have the school administrator sign this letter, also.*]

SAMPLE 12

FOLLOW-UP LETTER FOR NON-RESPONDENTS TO THE QUESTIONNAIRE

Cotton County Community College
200 River Ave./Jonestown, Texas 51003/(231) 462-9111

[Date]

Mr. Larry Layton
Manager
Jonestown Manufacturing Company
Jonestown, Texas

Dear Mr. Layton:

Some two weeks ago a questionnaire was mailed to you in connection with a community survey being conducted by Cotton County Community College to determine the need for new vocational programs or the revision of existing programs to better meet the needs of students and the business community. We believe this survey to be of considerable importance not only to the success of the education programs at the college, but also to the needs of the business community for well-trained effective employees. The response which we have received so far would indicate that the business community agrees with us.

As our survey is near completion, we would appreciate it if we could receive the questionnaire from you as soon as possible. If, however, the questionnaire has not been delivered to you because of some postal delay, we would appreciate you informing us of this, and we shall deliver one to you immediately. The information you are able to supply to us through the questionnaire is important to the success of this venture.

Thanking you for your cooperation,

Yours sincerely,

Head, Department of
Occupational Education

[You may wish to have the school administrator sign this letter, also.]

SAMPLE 13

SECOND LETTER FOR NON-RESPONDENTS TO THE QUESTIONNAIRE

Cotton County Community College
200 River Ave./Jonestown, Texas 51003/(231) 462–8111

[*Date*]

Mr. Larry Layton
Manager
Jonestown Manufacturing Company
Jonestown, Texas

Dear Mr. Layton:

The survey being conducted by Cotton County Community College to determine the need for the school to develop new vocational programs or revise existing ones so as to better meet the needs of the students and the business community is almost completed. Obviously, however, it is important that the information we use for these decisions is complete and accurate. For this reason we are anxious to receive completed questionnaires from every member of our sample.

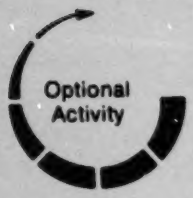
Therefore, since you are a member of that sample, we would greatly appreciate receiving the completed questionnaire from you. We enclosed another copy in case the original one sent to you on April 6 has been mislaid.

Thanking you for your cooperation,

Yours sincerely,

Head, Department of
Occupational Education

[*You may wish to have the school administrator sign this letter also.*]



You may wish to arrange to meet with your resource person and/or peers who are also taking this module to discuss the concepts in the information sheet further. During this meeting, you might—

- discuss the leadership responsibilities involved in directing a community survey and how these might be undertaken in your particular situation
- discuss the problems of personnel supervision when undertaking the survey with volunteer personnel and students
- draw up together a realistic schedule of personnel needs for a survey and a time chart so as to complete a survey within two weeks

The following Case Situations describe a series of incidents which occurred during the conducting of a community survey. The survey was conducted under the direction of R. Black, an instructor at Blue Hills Technical Center. Read each of the situations, and then explain in the space provided (1) what weaknesses and strengths the situation reveals in the conducting of the survey, (2) how any problems revealed could have been avoided, and (3) what steps could be taken to remedy the situation.

CASE SITUATIONS

Case Situation 1: Communication with School and Community

Ms. Jones, a mathematics teacher at Blue Hills Technical Center came to tell Ms. Black that a neighbor had complained to her about a letter she had received from the school concerning a community survey. The letter read, in part—

> We have been awaiting your completed response to the questionnaire sent to you two weeks ago in connection with the community survey being conducted by Blue Hills Technical Center. The information you supply us will be important to the success of this survey. We ask, therefore, if we might receive the completed questionnaire from you at your earliest convenience.
>
> Yours faithfully,
>
> R. Black

The neighbor had asked Ms. Jones who R. Black was as she wanted to get in touch with the person. She explained that she had received a telephone call from a student of the technical school who sought an interview with her in connection with the survey. An appointment was made, but the student failed to show up. The neighbor explained that, as she had received the questionnaire a few days earlier, she had assumed the interviewer was to receive the completed questionnaire from her and discuss the information supplied. She had, therefore, completed the questionnaire and was holding it for the interviewer. She was now sufficiently angered by the letter from R. Black to tell Ms. Jones that "if they wanted her questionnaire they would have to come to get it from her."

Ms. Jones had explained to her neighbor that R. Black was Ms. Roberta Black, the instructor directing the survey. She then explained that she was sorry she couldn't help any more, but she herself knew very little about the survey. Indeed, Ms. Jones did not know that it was already underway, although she had seen some advertising in the newspaper about it. She had promised, however, to see Ms. Black and convey her neighbor's complaints.

Case Situation 2: An Interview Appointment

While the data was being gathered, a member of Ms. Black's survey team came to her to explain that he had called to make an appointment for an interview with Mr. Nichols, only to be told by the secretary that Mr. Nichols had been interviewed the day before. The secretary mentioned that Mr. Nichols was still not sure what the survey was about or who the person was who did this interview. It was assumed the person was a student from the school.

Case Situation 3: A Survey Form

Ms. Black received an incomplete community survey form from one of her respondents, with a note attached stating that the respondent considered the unsupplied information either confidential or irrelevant.

Case Situation 4: Confirmation Letter

Ms. Black sent out the following letter confirming the date, time, and place of a scheduled interview with the manager of Apex Manufacturing Company.

Dear Sir:

This is to confirm the arrangements made by telephone on March 9 for an interview with you in relation to the community survey being conducted by the Blue Hills Technical Center. This interview is scheduled for 3:00 p.m., Wednesday, March 17, in your office at 100 East 3rd Street.

This survey is being undertaken in order that Blue Hills Technical Center might obtain the occupational information necessary for it to meet the needs of students preparing for careers and the needs of the business community for well-trained employees. The information which you are able to supply us is important to our achievement of these objectives.

Thank you for your cooperation.

Case Situation 5: An Interview

Following is an excerpt from an interview conducted by Jill Jones, a student member of Ms. Black's survey team.

"Good morning Mr. Smith. I am Jill Jones from Blue Hills Technical Center—a member of the team which is conducting the community survey for the school. May I show you this letter of recommendation from the superintendent which explains my role and the purpose of the survey. . . .

"On behalf of the school I should like to thank you for giving me some of your time for this interview this morning; we are very encouraged by the cooperation which we are receiving from the business community of Culpepper. As a result, I am sure the survey is going to prove very valuable both to the school and the business community. . . .

"This is a questionnaire which we would appreciate your filling in and returning to us in this self-addressed, stamped envelope by Wednesday of next week, if at all possible. May I just briefly explain to you the significance of each of the items in the survey and answer any questions you might have concerning it. . . .[*discusses each item*].

"Well, if you have no more questions, may I thank you again, Mr. Smith, for your time and for agreeing to complete our questionnaire and return it to me next week. . . . Good morning."

NOTES

Compare your completed written critiques of the Case Situations with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Situation 1:

Ms. Black did not meet her public relations responsibilities for the community survey. First, it would appear that poor communications in the school concerning the survey have resulted in Ms. Jones knowing very little about it and, therefore, being able to do little to remedy the situation with her neighbor. What she does know, she seems to have gleaned from publicity outside the school—which is not helpful to the public relations of the school. If Ms. Black had established proper communication channels within the school about the community survey, this problem would have been avoided.

Secondly, the excerpt of the letter reveals some decided weaknesses. It is too blunt in a situation where voluntary cooperation is essential to the success of the task. It assumes negligence on the part of the neighbor when other factors—such as mail delay—could be the reason for her apparent failure to respond.

The letter is probably on Blue Hills Technical Center letterhead, which is good. However, Ms. Black does not reveal her position within the school—nor does she give a telephone number and extension where she can be contacted to discuss problems arising from the survey. If she had, the neighbor might never have gone to Ms. Jones with her complaint.

Thirdly, there appears to be lack of coordination between the sending of questionnaires and conducting of interviews. The letter which accompanied the questionnaire was not explicit enough in its instructions as to what the respondent was to do with the questionnaire when completed—so she assumed it was to be handed in at the interview. Also, it obviously did not reveal sufficient information about the nature of the survey, its purposes, and benefits to the school and the community.

The interviewer for some reason failed to keep the appointment without any explanation to the respondent. This must never occur if good public relations are to be maintained throughout the survey.

It is probably an unnecessary duplication of effort both to send a questionnaire and also to conduct an interview; however, if this is to occur, the procedure must be clearly explained beforehand to the respondent so that the respondent knows what to expect.

Better communication with him or her and better supervision of the team would have avoided these problems. Ms. Black needs to keep a careful record of the times of all prospective interviews and check to see that they were carried out. Maximum warning must be given to any respondent if a member of the team is not able to keep an appointment.

Ms. Black needs to personally visit the neighbor to apologize for the confusion which has been caused by poor planning, and to receive gratefully the completed questionnaire. Considerable diplomacy will be needed to placate the respondent.

Case Situation 2:

This situation reveals poor supervision in the making and keeping of appointments for the survey. It would seem that duplication has occurred in the names given to different members of the survey team for the conducting of the interviews. This would not have occurred if Ms. Black had kept a proper work allocation schedule. This schedule would reveal the names of the members of the team responsible for each of the interviews, and indicate when these have been completed.

The case situation also reveals that Ms. Black did not adequately prepare her students to interview businesspersons. For example, a poor explanation of the nature and purpose of the survey was given to the businessperson. A pre-interview letter should have been sent to clearly reveal this. Every communication should be taken as an opportunity to press the purpose and value of the survey. It should not be assumed that people are fully informed of these.

It is also obvious that the interviewer did not use a letter of introduction at the interview. Such a

letter would have clearly told the businessperson the interviewer's name and position, and the purpose of the interview. Ms. Black should have made sure that this interviewer had such a letter to show at the beginning of every interview.

Case Situation 3:

Obviously, communication with the respondent failed to persuade him/her of the importance of the survey and of the relevance of the requested information to its goals. The letter accompanying the questionnaire should have spelled out the purposes and value of the survey clearly and persuasively and the relevance of the information sought. It should also have guaranteed confidentiality of the data—that the information sought would not be identified with any particular firm or person. Ms. Black obviously neglected to adequately train survey team members in this important aspect of conducting a community survey.

The survey form now needs to be completed. Probably the best way to obtain further cooperation from the respondent is for Ms. Black to personally contact him or her to explain the importance of the information and guarantee the confidentiality of the data. The respondent should then be tactfully requested to complete the survey form.

Case Situation 4:

The letter clearly confirms the date, time, and place of the interview. It also expresses the importance and purpose of the survey both for the school and the business community. However, Ms. Black has left out important information. It does not explain how the employer's firm was selected for the survey, nor exactly what is required of the employer in supplying data. It does not ensure the respondent that his responses will be kept confidential. It should also encourage the employer to respond by indicating that the data gained from the survey will be available to the participating employers. While this information should have been included, it would need to be expressed briefly so that the letter did not exceed one page.

Case Situation 5:

This interview needs to be considered in the light of the two important elements. These are (1) the need to motivate the interviewee to participate positively and cooperatively in the interview, and (2) the need to keep the interview clearly focused on its prime task and the goals to be achieved by it.

Apparently, Ms. Black instructed this survey team member in the importance of accomplishing the second element. The interview moves clearly and swiftly to its purpose and seems to cover it thoroughly. The questionnaire is presented with a clear indication as to what is to be done with it. It is then considered item by item with questions which might arise. At the end, the interviewer again asked if there were any further questions. This should have allowed the interviewee to be quite clear on the task of the questionnaire.

On the other hand, the first of the two elements was not well handled in the interview. Ms. Black needs to help this interviewer gain skill in motivating interviewees. The interviewer needed to spend a little more time "selling" the survey, its importance and value to the employer and to the school. She needed to explain exactly how the information would be used and to reaffirm the confidentiality of the data. Ms. Black's name and telephone number should also have been left with the businessperson in case of any subsequent questions or problems with the questionnaire.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Directing a Community Survey, pp. 24–31, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

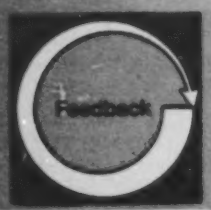
While working in an **actual school situation,*** conduct a community survey.

At a time when preparation for a community survey has been completed, conduct or assist in conducting a community survey. This will include—

- arranging for adequate publicity for the community survey
- assigning survey staff responsibilities
- supervising and coordinating all data-gathering activities
- arranging for the processing and interpreting of the data collected

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange in advance to have your resource person review your documentation and observe at least one instance in which you are supervising survey team members.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–42.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in conducting a community survey.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct a Community Survey (A–2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In publicizing the survey, the teacher:						
1. developed a plan for a publicity campaign	☐	☐	☐	☐	☐	☐
2. informed the school about the survey	☐	☐	☐	☐	☐	☐
3. informed the community about the survey	☐	☐	☐	☐	☐	☐
4. selected and used media appropriate to the target audience	☐	☐	☐	☐	☐	☐
5. clearly conveyed throughout the campaign the theme of the survey	☐	☐	☐	☐	☐	☐
In assigning specific responsibilities to the team, the teacher:						
6. distributed tasks among the workers so the job could proceed efficiently	☐	☐	☐	☐	☐	☐
7. maintained a field workers progress report	☐	☐	☐	☐	☐	☐
8. sent appropriate follow-up letters to respondents	☐	☐	☐	☐	☐	☐
9. supervised the interview schedule	☐	☐	☐	☐	☐	☐
10. kept his/her school, administrators, and steering committee informed of the progress of the survey	☐	☐	☐	☐	☐	☐
11. edited the data appropriately and handed it on to the data-handling committee	☐	☐	☐	☐	☐	☐
In initial telephone conversations with employers:						
12. the purpose of the survey was explained briefly	☐	☐	☐	☐	☐	☐
13. an interview was requested	☐	☐	☐	☐	☐	☐
14. the appropriate amount of time needed to complete the interview was indicated	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
In the written confirmations of appointments with employers:						
15. the purpose of the survey was explained	☐	☐	☐	☐	☐	☐
16. the procedure to be followed in conducting the survey was outlined	☐	☐	☐	☐	☐	☐
17. an indication was given that the data obtained from individual employers would be kept confidential	☐	☐	☐	☐	☐	☐
18. the date, time, and place of the scheduled interview was noted	☐	☐	☐	☐	☐	☐
In the interview with the employer or the employer's representative:						
19. how the information obtained in the survey would be used to help vocational program planning was explained	☐	☐	☐	☐	☐	☐
20. the mutual benefits to be derived from the survey by the school and employer was emphasized	☐	☐	☐	☐	☐	☐
21. the survey form was reviewed with the employer, item by item	☐	☐	☐	☐	☐	☐
22. any questions the employer raised were answered	☐	☐	☐	☐	☐	☐
In collecting data from students, the teacher:						
23. explained the purpose of the occupational interest survey to the students	☐	☐	☐	☐	☐	☐
24. emphasized the importance of the information requested in terms of the individual student, the school, and the community	☐	☐	☐	☐	☐	☐
25. had all the materials prepared for administration of the student interest questionnaire	☐	☐	☐	☐	☐	☐
26. gave clear, concise, and complete directions for completing the interest survey instruments	☐	☐	☐	☐	☐	☐
In conducting the survey, the teacher:						
27. maintained the time schedule as planned	☐	☐	☐	☐	☐	☐
28. collected all the necessary data	☐	☐	☐	☐	☐	☐
29. handled the data accurately	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A–1 Prepare for a Community Survey
- A–2 Conduct a Community Survey
- A–3 Report the Findings of a Community Survey
- A–4 Organize an Occupational Advisory Committee
- A–5 Maintain an Occupational Advisory Committee
- A–6 Develop Program Goals and Objectives
- A–7 Conduct an Occupational Analysis
- A–8 Develop a Course of Study
- A–9 Develop Long-Range Program Plans
- A–10 Conduct a Student Follow-Up Study
- A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B–1 Determine Needs and Interests of Students
- B–2 Develop Student Performance Objectives
- B–3 Develop a Unit of Instruction
- B–4 Develop a Lesson Plan
- B–5 Select Student Instructional Materials
- B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C–1 Direct Field Trips
- C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C–4 Direct Students in Instructing Other Students
- C–5 Employ Simulation Techniques
- C–6 Guide Student Study
- C–7 Direct Student Laboratory Experience
- C–8 Direct Students in Applying Problem-Solving Techniques
- C–9 Employ the Project Method
- C–10 Introduce a Lesson
- C–11 Summarize a Lesson
- C–12 Employ Oral Questioning Techniques
- C–13 Employ Reinforcement Techniques
- C–14 Provide Instruction for Slower and More Capable Learners
- C–15 Present an Illustrated Talk
- C–16 Demonstrate a Manipulative Skill
- C–17 Demonstrate a Concept or Principle
- C–18 Individualize Instruction
- C–19 Employ the Team Teaching Approach
- C–20 Use Subject Matter Experts to Present Information
- C–21 Prepare Bulletin Boards and Exhibits
- C–22 Present Information with Models, Real Objects, and Flannel Boards
- C–23 Present Information with Overhead and Opaque Materials
- C–24 Present Information with Filmstrips and Slides
- C–25 Present Information with Films
- C–26 Present Information with Audio Recordings
- C–27 Present Information with Televised and Videotaped Materials
- C–28 Employ Programmed Instruction
- C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D–1 Establish Student Performance Criteria
- D–2 Assess Student Performance: Knowledge
- D–3 Assess Student Performance: Attitudes
- D–4 Assess Student Performance: Skills
- D–5 Determine Student Grades
- D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E–1 Project Instructional Resource Needs
- E–2 Manage Your Budgeting and Reporting Responsibilities
- E–3 Arrange for Improvement of Your Vocational Facilities
- E–4 Maintain a Filing System
- E–5 Provide for Student Safety
- E–6 Provide for the First Aid Needs of Students
- E–7 Assist Students in Developing Self-Discipline
- E–8 Organize the Vocational Laboratory
- E–9 Manage the Vocational Laboratory

Category F: Guidance

- F–1 Gather Student Data Using Formal Data-Collection Techniques
- F–2 Gather Student Data Through Personal Contacts
- F–3 Use Conferences to Help Meet Student Needs
- F–4 Provide Information on Educational and Career Opportunities
- F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G–1 Develop a School-Community Relations Plan for Your Vocational Program
- G–2 Give Presentations to Promote Your Vocational Program
- G–3 Develop Brochures to Promote Your Vocational Program
- G–4 Prepare Displays to Promote Your Vocational Program
- G–5 Prepare News Releases and Articles Concerning Your Vocational Program
- G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G–7 Conduct an Open House
- G–8 Work with Members of the Community
- G–9 Work with State and Local Educators
- G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H–2 Establish a Student Vocational Organization
- H–3 Prepare Student Vocational Organization Members for Leadership Roles
- H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H–5 Supervise Activities of the Student Vocational Organization
- H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I–1 Keep Up-to-Date Professionally
- I–2 Serve Your Teaching Profession
- I–3 Develop an Active Personal Philosophy of Education
- I–4 Serve the School and Community
- I–5 Obtain a Suitable Teaching Position
- I–6 Provide Laboratory Experiences for Prospective Teachers
- I–7 Plan the Student Teaching Experience
- I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J–1 Establish Guidelines for Your Cooperative Vocational Program
- J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J–3 Enroll Students in Your Co-Op Program
- J–4 Secure Training Stations for Your Co-Op Program
- J–5 Place Co-Op Students on the Job
- J–6 Develop the Training Ability of On-the-Job Instructors
- J–7 Coordinate On-the-Job Instruction
- J–8 Evaluate Co-Op Students' On-the-Job Performance
- J–9 Prepare for Students' Related Instruction
- J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

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